

and tyrannical, and seeking to depose her from power.

Here the opposite picture is revealed, one that represents the common and normal situation of this or any other group of young children in a favourable setting. For a large part of the time, the children implicitly accept the grown-up as the natural leader of the group. They offer her trust and affection, and look to her for protection, love and approval.

Even the unhappy Benjie makes little plasticine offerings to Mr. X. when he comes into the schoolroom, and wistfully longs to be called "darling", although he finds it hard to believe that anyone can love him as well as Dan.

The children like to show the grown-ups all that they have made—"Come and look at my *lovely* aeroplane"—and seek to please them by gifts or activities. Paul may sometimes feel that Mrs. I. is "the nastiest, wickedest teacher", but at other and more typical moments he calls to her, "Open the door, my Princess dear!" and brings her the most thoughtful of all possible presents, a box of boracic powder "in case you have spots". They all join in modelling "things for Miss B/s birthday party", and honour her festivity as generously

as one of their own. They welcome grown-up visitors, offering them chairs and inviting them to lunch. Even the carpenter who came to fix the see-saw is greeted as "Dear Mr. Jones—we love you so." The grown-ups are invited to join their games, to "have tea" in their "houses", or a "drive in the motor car". The children speak of one grown-up as "my great friend", of another as "my dear" and "the fourth nicest lady".

They seek to help the grown-up in charge at the moment maintain the order of the schoolroom, and offer loving appreciation of her services. They find tranquillity in obeying

her behests, and follow happily what suggestions she may make for composing their differences or furthering their practical aims. Under her influence as leader, the whole group draws together in mutual tolerance, and often in active mutual helpfulness. Her prestige may indeed create and sustain a larger group than the purely spontaneous movement of the children would itself make possible. Even ten or twelve children may be brought together into group feeling, for short periods and for specific purposes such as a game, a song or rhythmic dance, a meal-time talk, or a practical schoolroom task. A group of this size will not last long